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ABSTRACT

A four year competency based education course for prospective physical education teachers is outlined. This course is divided into blocks and modules. The blocks consist of an arrangement of integrated learning experiences (combined from subjects conventionally separated) and directed toward specific student outcomes. The modules are units of a block providing learning experiences related to specific cognitive content and/or concepts. (JD)

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INNOVATIVE CURRICULUM REVISION
(Competency - Based)

According to Jack R. Netcher, "Competency - based education (CBE), sometimes called performance - based education (PBE), is an instructional program in which the learning outcomes (competencies or goals) that represent the specific instructional intent of the program and the behavioral outcomes (assessment modes or evaluation indicators) are specified in advance in written form."

In the process of totally revising the curriculum at Oklahoma State University for student majors who are preparing to be certified to teach K-12 health and physical education, the intent of the Department of Physical Education in the School of Health, Physical Education and Leisure Services was to utilize the integrated learning approach which structures the sequence of learning experiences in order that associations and relationships of theoretical concepts and movement principles are better understood. The integration of learning experiences into blocks* or modules* has the potential of adding quality to the professional preparation of teachers and provides an innovative and creative program for majors preparing to enter the teaching profession. The restructuring of these learning experiences allows for more efficient use of faculty expertise and time, less duplication of course materials and more effective budgeting of departental expenditure. Designing the curriculum into blocks and modules brings continuity to the student's professional preparation and permits the use of a variety of methods and techniques to facilitate the student's learning experiences.

Each block or module is identified as equivalent to a certain number of credit hours. The following material provides a skeleton structure of the four year curriculum. The Sport and Movement Foundation Block is defined in detail to clarify how the curriculum was defined when completed.

* Block - an arrangement of integrated learning experiences combined from subjects conventionally separated, directed toward specific student outcomes.

* Module - a unit of a block providing learning experiences related to specific cognitive content and/or concepts.

PROFESSIONAL PREPARATION-TEACHER CERTIFICATION

Health and Physical Education (K-12)
56 credit hours
including 12 hours student teaching

FOUR YEAR SEQUENCE

I. Sport and Movement Foundations Block*

A. Basic Movement Patterns
(1) Locomotor
(2) Non-locomotor
(3) Sport Skill Forms

B. Scientific Principles
Kinesiological Concepts
Physiological Concepts

C. Historical and Philosophical Foundations

D. Career Opportunities

Class meets 3 weeks for 2 hours	Class meets 3 weeks for 2 hours
5 hours credit/first semester	5 hours credit/second semester

*Block - An arrangement of integrated learning experiences, combined from subjects conventionally separated, directed toward specific student outcomes.

SPORT AND MOVEMENT FOUNDATIONS BLOCK

I. Basic Movement Patterns

A. Content/Concepts

1. Content:

Locomotor

running
walking
hopping
skipping
jumping
leaping
sliding
galloping

Non-Locomotor

pushing
pulling
lifting
twisting
swinging
balance-stability
landing
falling

Sport Skill Forms

striking
kicking
throwing
catching

2. Concept: Force, space, balance, motion, and time determine the effectiveness and efficiency of human movement.

B. Behavioral Objective:

The student will be able to identify, define, analyze, and perform:

1. the 8 locomotor movements
2. the 8 non-locomotor movements
3. the 4 sport skill forms

C. Evaluative Procedures:

1. Students will be assigned to small groups to develop a movement sequence composed of locomotor, non-locomotor, and sport skill forms to be video-taped and presented with an analysis to the class.

2. The student will be able to answer correctly 80% of the questions on an objective test.

II. A. Content/Concepts

1. Kinesiological Concepts:
   a. The locus of movements is in the joints.
   b. Movement is caused by muscles moving levers.
   c. Mechanical principles describe movement.

2. Physiological Concepts:
   a. Muscles contract by converting energy.

      1. How muscles contract
      2. Biochemistry of muscular contraction.

   b. Man's movement is influenced by support systems.

      1. oxygen intake
      2. pulse rate
      3. aerobic and anaerobic
      4. strength and endurance

B. Behavioral Objectives:

1. The student will be able to describe major movements at all joints.
2. The student will be able to identify basic joint movement and describe the relationship between total body movement and joint movement with respect to the following functional movements:

   a. standing
   b. walking
   c. running
   d. jumping
   e. throwing
   f. swinging
   g. catching
   h. striking

3. The student will explain and describe mechanical principles as they apply to movement in relation to center of gravity force of gravity and general force, lever and motion principles.

4. The student will explain and describe the basic conversion of energy within the body to produce movement.

5. The student will explain functional implications of body structure, mechanics of movement.

6. The student will explain the role of meural control in muscular and organic systems as it relates to movement.

7. The student will explain: the concept of maximal oxygen intake; how it is measured; and its importance to physical fitness and to athletic performance.

8. The student will be able to describe the interaction between diet and exercise in relation to weight control.

9. The student will complete a physical inventory and assess his own level of fitness to be composed of the following tests.*

Physical Inventory

1. cardiovascular test
2. ideal body weight
3. percentage body fat
4. strength test
5. flexibility
6. agility
7. explosive power

C. Evaluative Procedures:

1. Laboratory reports will be prepared in conjunction with the laboratory experiments related to the topics and information stated in the first eight behavioral objectives.

2. The student will be able to answer correctly 80% of the questions on an objective test covering the information included in the nine behavioral objectives.

*1. The student will reach level 4 (good) on the Coopers Aerobic Fitness scale as measured by the 12 minute run or 1.5 mile run test prior to admission to student teaching.

2. The student will weigh within 5% of their projected ideal weight prior to admission to student teaching.

Sport and Dance Skill Proficiencies

I. The Chairman of Physical Education will be responsible for the skill proficiency program and its implementation.

A. The Chairman of Physical Education will recommend to the Assistant Director of Academic Affairs full time faculty to be responsible for one or more skill areas.

1. Criteria for Faculty
   (a) An above average knowledge of skill and knowledge of evaluative techniques
   (b) Capable of administration of examinations and workshops

2. Responsibilities of Faculty
   (a) Review and update written examinations
   (b) Review and update practical examinations
   (c) Organize workshops
      1. Define objectives to be covered
      2. Secure resource people
      3. Arrange for publicity
      4. Arrange for facilities
      5. Arrange for equipment
   (d) The administration of written and practical exams
   (e) Keep statistical records of workshop enrollments, number involved, and percentage passing written and practical exams
   (f) Report results of individual tests to Academic Counselor's office
   (g) Prepare a yearly report evaluating the workshop, evaluating written and practical tests and any recommendations for the coming year

II. Possibilities for structure and content of workshops

A. The intended purpose of the workshop is to cover the following:

1. Basic skill fundamentals
   a. Knowledge and techniques of the skills
   b. Performance of skills

2. Basic strategies

3. Rules governing the sport or activity

B. The organization and administration of the workshop is the responsibility of the assigned faculty member who may conduct the workshop himself or use one of the following suggested approaches:

1. Arrange for resource persons (teachers, coaches, and experienced players) and materials

2. Live television or video-tape exchange with other universities

3. Individual paced instruction through the School of HPELS Resource Center

C. The workshop can take the form of any of the following possibilities/or is open for creative planning:

1. One week short course during the regular semester, or between fall and spring terms, or spring and summer terms

2. Weekend workshop sessions

3. Afternoon or evening sessions

D. The Workshops will be offered on a rotational basis once every third semester. A minimum of four different workshops each fall and spring semester will be offered with the possibility of two additional workshops during the summer term. Thus, all 15 skill proficiency areas will be offered through a workshop within a one and a half year time period.

III. Guidelines for implementation and student completion of the proficiency program.

A. Each proficiency test will be administered a minimum of once a year.

B. A student must complete a minimum of five proficiency areas per year during the first two years he/she is enrolled as a major in physical education at Oklahoma State University.

C. A student who fails either the written or practical examinations must complete either a workshop or a class offered through the leisure sciences before retaking the written or practical exams.

D. Opportunities to enhance skill development contributing to the attainment of successful skill proficiencies are available through the following activities:
1) Intramurals 2) Sports Clubs 3) City recreation programs
4) OSU recreation courses 5) Local, state and regional clinics
6) Varsity competition.

E. A student will not be accepted into teacher education until all skill proficiencies have been completed.

F. If a student participates in a varsity sport they need only to pass the written test in that skill proficiency area.

IV. Minimal Skill Proficiency Requirements

A. The following will be required of all majors in Physical Education:

1) Tumbling and Gymnastics
2) Social, folk, and square dance
3) Intermediate swimming

B. Five of the following sports:

1) Football (Flag)
2) Field Hockey
3) Softball
4) Basketball
5) Soccer-Speedball
6) Volleyball
7) Track and Field
8) Wrestling

C. Three of the following activities:

1) Tennis
2) Archery
3) Badminton
4) Golf
5) Bowling
6) Modern Dance

OFFICIATING PROFICIENCIES

The student must complete these proficiencies prior to being admitted to student teaching.

A. Content:

1. Basic rules and techniques for officiating sports included in a public school physical education program.

B. Concepts:

2. The knowledge of rules and techniques for officiating sports are tools for effective teaching of physical education activities.

C. Objectives:

1. The student will be able to explain the basic rules structure of the following sports:

   (a) Soccer and Speedball
   (b) Flag football
   (c) Basketball
   (d) Volleyball
   (e) Softball
   (f) Track and Field

2.. The student will be able to perform the officiating mechanics involved in each of the above mentioned sports.

D. Evaluative Procedure:

1. The student will be able to answer correctly 70% of the questions on tests over rules of the sports identified in C. - 1.

2. In accordance with predetermined criteria the student will be able to satisfactorily officiate the sports identified in C. - 1.

E. Implementation - Refer to procedures identified under Sport and Dance Proficiencies.

LEADERSHIP EXPERIENCE

A student major in the School of HPELS at Oklahoma State University who is preparing to be certified to teach health and physical education in grades K-12 will be required to fulfill and experience the responsibility of a leadership role in a physical education related activity within their first two years as a major.

Examples of desirable options completing this requirement are as follows:

1. Teacher aide in the general studies courses in the Department of Leisure Sciences.
2. Supervisory roles in intramurals.
3. Assist or teach in private enterprise situations: such as, tennis camps, gymnastics schools, swimming programs, etc.
4. Assist in recreation programs: such as, coaching little league sports, working with Boy Scouts, Girl Scouts, working in YMCA or YWCA programs.
5. Volunteer assistance in public school programs.
6. Assist with church recreation programs or summer camps.
7. Assist with the health services and/or health education programs provided in the public schools or in the community.

SCIENTIFIC FOUNDATIONS

II. Block

A. Anatomy and Kinesiology Module*
B. First Aid and Care and Prevention of Athletic Injuries Module
C. Exercise Physiology Module
D. Personal Health Science Module

A. 3 hours lecture - demonstration 2 hours lab/week B. 3 hours lecture - demonstration 1 hour lab/week	C. 2 hours lecture and 2 hours lab/week D. 1½ hours lecture 1½ hours small group discussion per week
7 hours credit - first semester	6 hours credit - second semester

*Module - a segment of a block providing learning experiences related to specific cognitive content and concepts.

III. Methodology Block

Structured around progressive, sequential teaching - learning experiences in health and physical education for the typical and atypical student.

1. Learning theories and principles and their application to teaching.
2. Theories of discipline and motivation.
3. Growth and development characteristics and their implications to teaching.
4. Methods and techniques involved in the development of an individualized style of teaching.
5. Operating procedures related to the teaching - learning process.
6. Teacher leability.

Level I K-3	Level II 4-6	Level III 7-9	Level IV 10-12
Class meets MWF for 2 hours and TT for 1½ hours		Class meets MWF for 2 hours and TT for 1½ hours	
9 hours credit - first semester		8 hours credit - second semester	

IV. Senior Block

A. Organization and Administration of Health and Physical Education programs.
B. Seminar *
C. Student Teaching

A and B - Class meets 5/week for 1 hour

C - 8 weeks elementary schools
8 weeks secondary schools

4 hours credit - first semester

12 hours credit - second semester

*Seminar includes preparation of a research paper.